



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

THEME:

“The role of motivation in the process of English language learning.”

Research report before obtaining the bachelor's degree in National and Foreign language
Pedagogy, English Major

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**PUJILÍ-ECUADOR
APRIL 2022**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “The role of motivation in the process of English language learning”, and researched by Acurio Cando Sheyla Juliana, ID number 172687795-2 and Guanotasig Singaicho Jessica Valeria, ID number 050404974-3, for obtaining the bachelor’s degree in Educational Sciences English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022

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COMMITTEE APPROVAL

The research report entitled “The role of motivation in the process of English language learning”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in Educational Sciences English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

First of all, we would like to thank our trainers, people who with their wisdom have been able to guide us and help us get to the point where we are now.

The process has not been easy, but thanks to their willingness to pass on their knowledge and dedication, we have achieved important goals such as successfully completing the development of our project.

Sheyla y Jessica

DEDICATION

I dedicate this project to my parents who have been my pillar to continue studying, to my father Raul Acurio who has proudly supported me in my decisions to study a career and to my mother Maria Luisa Cando, because without her I would not have made it.

Their blessing has been my greatest amulet to be able to move forward, they have protected me and have always led me on the right path. Thanks to them I have made it and with my effort and their support I will achieve whatever I set my mind to.

Sheyla

DEDICATION

I dedicate this research work mainly to God, for giving me strength and health in those moments of weakness. To my parents for being the most important people in my life. I also want to dedicate it to my husband and daughter because they are the fundamental engine in my life, and they have supported me at all times.

To my siblings who have always trusted me in spite of everything, and who have been with me through thick and thin. Finally, I would like to dedicate this work to all my family, since they have given me advice and encouragement to finish my studies.

Jessica

TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS
EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: THE ROLE OF MOTIVATION IN THE PROCESS OF ENGLISH LANGUAGE LEARNING.

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ABSTRACT

Nowadays, learning a second language has become a fundamental tool for the development of people and society. English is one of the most important and most widely spoken languages, as it allows the creation of opportunities to advance in different academic and professional fields. However, learning and practicing the English language is a problem because students are not motivated to learn the language. For this reason, students require motivation to be successful in learning. Therefore, the role of motivation plays a very significant role in the acquisition and learning of a foreign language. Consequently, motivation is essential to adequately train a second language learner above other practice. The main objective to develop this research is to analyze the motivation of the learning process of English language students. The study used the quantitative research approach because it allows describing, explaining, and predicting phenomena by means of numerical data presented by each of the students according to the difficulty posed. It is worth mentioning that the research had a descriptive character because the research is oriented to the observation and determination of some characteristics, the same that arose from the observation technique of pre-professional practices. Therefore, the information was collected through a questionnaire, which is a set of questions elaborated from Gardner's theory (Test Battery). The results showed that the fourth semester students of the pedagogical career of national and foreign languages of the Technical University of Cotopaxi have extrinsic motivation, since the survey revealed that students study English to have better job opportunities. As for the intensity of motivation, the survey revealed that students have a high intensity of motivation that is because the teacher has a dynamic and interesting teaching style, and in this way, learners will be interested in learning the language. Also, the results on attitude indicated that students have a positive attitude because they like to read books, listen to music in English, etc. Finally, the findings on anxiety showed that the students have a moderate anxiety because they feel nervous when someone asks them something in English. Finally, it is concluded that motivation is one of the most important elements that teachers must take into account in the process of teaching a second language because the teacher must motivate his students to achieve greater involvement from them and participation in the classroom.

Keywords: English language learning, motivation, types of motivation

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TÍTULO: EL PAPEL DE LA MOTIVACIÓN EN EL PROCESO DE APRENDIZAJE DE LA LENGUA INGLESA.

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RESUMEN

Hoy en día, el aprendizaje de una segunda lengua se ha convertido en una herramienta fundamental para el desarrollo de las personas y de la sociedad. El inglés es uno de los idiomas más importantes y más hablados, ya que permite crear oportunidades para avanzar en diferentes ámbitos académicos y profesionales. Sin embargo, el aprendizaje y la práctica de la lengua inglesa es un problema porque los estudiantes no están motivados para aprender el idioma. Por esta razón, los estudiantes necesitan motivación para tener éxito en el aprendizaje. Por lo tanto, la motivación desempeña un papel muy importante en la adquisición y el aprendizaje de una lengua extranjera. En consecuencia, la motivación es esencial para formar adecuadamente a un estudiante de una segunda lengua por encima de otras prácticas. El objetivo principal para desarrollar esta investigación fue analizar el impacto de la motivación en el proceso de aprendizaje de los estudiantes de inglés. En el estudio se utilizará el enfoque de investigación cuantitativa porque permite describir, explicar y predecir los fenómenos por medio de los datos numéricos que presenta cada uno de los estudiantes de acuerdo a la dificultad planteada. Cabe mencionar que la investigación tiene un carácter descriptivo porque la investigación está orientada a la observación y determinación de algunas características, mismas que surgieron de la técnica de observación de las prácticas pre- profesionales. Por lo tanto, la información se recogerá a través de un cuestionario, que es un conjunto de preguntas elaboradas a partir de la teoría de Gardner (Batería de Pruebas). Los resultados mostraron que los estudiantes de cuarto semestre de la carrera de pedagogía de los idiomas nacionales y extranjeros de la universidad Técnica de Cotopaxi, tienen motivación extrínseca, ya que la encuesta reveló que los alumnos estudian inglés para tener mejores oportunidades de trabajo. En cuanto a la intensidad de la motivación, la encuesta reveló que los alumnos tienen una alta intensidad de motivación, esto se debe a que el profesor tiene un estilo de enseñanza dinámico e interesante y de esta manera, los alumnos se interesan por aprender el idioma. Asimismo, los resultados sobre la actitud indicaron que los alumnos tienen una actitud positiva porque les gusta leer libros, escuchar música en inglés, etc. Por último, los resultados sobre la ansiedad mostraron que los alumnos tienen una ansiedad moderada porque se sienten nerviosos cuando alguien les pregunta algo en inglés. Finalmente, se concluye que la motivación es uno de los elementos más importantes que los profesores deben tener en cuenta en el proceso de enseñanza de una segunda lengua porque el profesor debe motivar a sus alumnos para conseguir una mayor implicación de los mismos y participación en el aula.

Palabras claves: Aprendizaje de la lengua inglesa, motivación, tipos de motivación.

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1. General Information

Theme: The role of motivation in the process of English language learning.

Starting Date: March 2021

Ending Date: March 2022

Place of Research: English Major Career at the Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: Educational Sciences, Majoring in English

Linked Research Project: Formative research

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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2. PROBLEM STATEMENT

Nowadays, English is considered the most important and most used languages globally. Knowing this language opens many doors of access to intercommunicate with different cultures. Learning this language would allow the student to develop in different life situations; therefore, it is necessary to motivate students to learn a second language. Motivation is an essential issue in learning a second language; hence, it helps in the teaching-learning process. Consequently, we consider that motivation is essential, as it uses in learning English, both by the teacher and the students. Zaman (2015) points out that "Motivation define as learner's internal desire to learn something; this internal desire gives behavior energy and direction" (p.6).

Motivation is a fundamental factor for learners, as this is an internal state that maintains the person's behavior towards particular goals or ends. For this reason, it considers that motivation commonly arises from the perception of a need. The role of the leader or motivator is to help each align their objectives with the group's shared goals; That is, motivation does not consist of imposing one's will on another but of convincing all intentions to achieve a common objective. Thus, motivation as an important factor in English language learning has been considered since the beginning of teaching; its relevance and influence has been taken into account and studied in different fields. One of the greatest precursors of motivation has been Gardner (1985) who states that motivation has been the combination between desire and need, between learning and obtaining some benefit. Therefore, it is important to know what the student's needs are, what motivates him/her to study a language.

It is important to know what motivates the student, however, there has not been an exhaustive investigation in the fourth semester students of the pedagogy career of national and foreign languages, there is a total ignorance of how motivation influences them, it is necessary to analyze the type of motivation such as anxiety being this the main reason for student desertion (Jadue, 2001). For this reason, it is important to present as a problem the type of motivation and the level of anxiety of fourth semester students, for which it is important to pose the following questions: What kind of motivation do students have in the English language learning process? What level of anxiety do students have according to their gender, their age and their level of English in the process of learning English?

3. OBJECTIVES

3.1 General Objective

To analyze the motivation in the English language learning process in students of the fourth level of the Pedagogy of national and foreign languages at the Technical University of Cotopaxi in Pujilí city, Cotopaxi province, during the academic period from October 2021 to March 2022?

3.2 Specific Objectives

- To determine the role of motivation in the English language learning.
- To identify the type of motivation of students in the process of English language learning.
- To identify the level of anxiety depending on the age, gender and English level of the students in the process of English language learning.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objectives	Activities	Verification Means
To determine the role of motivation in the English language learning.	Compilation of information and research on the topic	- Theoretical Framework
To identify the type of motivation of students in the process of English language learning.	Selection and validation of technical methods	- Analysis and Discussion of Results
To identify the level of anxiety depending on the age, gender and English level of the students in the process of English language learning.	Selection and validation of technical methods	- Analysis and Discussion of Results

5. JUSTIFICATION

The learning of the English language is a fundamental skill within society since it has been highly demanded both in the educational system and in the professional environment. For this reason, motivation is considered an essential factor in English language learning. Motivation has a special place in achieving interest in the language, as teachers have improved the quality of teaching by being more creative and methodological.

The present research will focus on the role of motivation in teaching and learning English as a second language, since disinterest in learning English has been observed among students during pre-professional internships in and outside the university, showing how motivation negatively affects students. Motivation involves several factors that show the learning process and its effects. On the one hand, dialog, questioning, understanding, and research become motivational traits that show the student's interest. And on the other hand, boredom in class and total disinterest in studying are poor motivational traits.

Consequently, the results presented during the research process will allow a better understanding of the role of motivation, and how it influences the learning of the English language in the students of the fourth level of the Pedagogy career in national and foreign languages of the Technical University of Cotopaxi.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Looking for a definition of the problem that fits the reality, the research team reviewed existing literature through data, looking for background studies, a thesis, or similar articles. That allows building a solid foundation for this research so that the conclusions and results obtained allow new knowledge for stakeholders. It is important to mention that within the background search, authors such as: Alvarez, 2021; Carrio & Mestre, 2013; Aljuaid, 2021; Yazeed, 2017; Triviño, 2015; Otero, 2018; Oñate, 2016; Cevallos, Intriago, Villafuerte Holguín, Molina, & Ortega, 2017; Ortega, Tamayo, Hidalgo, & Auccahuallpa, 2019; Estupiñán, 2016 were consulted. However, the most relevant ones which describe the requested methodology in detail are the following below:

Anam, Rizwan, Ali, & Mughal (2019) conducted quantitative research in which factors influencing motivation in English language learning were identified, obtaining the results from students of Sargodha University. The method used in this research was descriptive. The students surveyed were a total of 300, of which 102 were male, and 182 were female. The research tool is the questionnaire consisting of 41 items, which was adapted from the Attitude/Motivation Test Battery (AMTB) proposed by Gardner (1985). The results found were positive attitudes and a good level of instrumental and integrative motivation, as well as discrepancies in pedagogy.

Likewise, Sanchez (2020), in his research, analyzed the influence of motivation in English language learning. In this study, action research was used with a qualitative approach in which students' behaviors were analyzed. The population consisted of 24 students. Initial information was collected through the AMTB test (Attitude and Motivation Test Battery), and it was concluded that there is a significant relationship between motivation and English language learning and that project work is an alternative that significantly promotes this relationship in students.

Another similar research study was conducted by Seguel (2015), which analyzed the influence of motivation and anxiety on the learning of English as a foreign language on students of the Catholic University of Chile, in its Villarrica Regional Office. The surveyed population is sixty-one students and used as a tool the questionnaire adapted from Gardner's Attitude and Motivation Test Battery. The results showed the level of motivation of the participants as the type, in this case, the

integrative motivation, since the respondents are interested in learning and expressing themselves in the English language. Also, the students show interest in contact with English speakers and in their culture.

In addition, Hidalgo & Villacis (2020) conducted quantitative research in which focused on the analysis and comparison of perceptions between students and teachers on the influence of motivational strategies on the desire to learn the target language and the power of these strategies on academic performance at the university level. Two survey questionnaires were administered, one to students and one to teachers. The population and sample for the study were calculated from the overall quantity of the A2 stage. Both investigated personal views on the use of motivational strategies in FL classrooms, school failures, and why students participated in these courses. Finally, this research concluded that students expressed that it is necessary to refresh their interest in learning a foreign language; otherwise, they will only know a foreign language because they are obliged to graduate.

Similarly, Carvajal (2020) aimed to analyze which motivational strategies are the most effective and used in English classrooms. Exploratory literature research was used in this study. The participants in this research were students of all ages, children from seven to twelve years, teenage students from thirteen to eighteen years, and finally, college students from nineteen to forty years. The results of this study indicate that only seven of all the motivational strategies used in the different research studies were effective and motivating for English language learners. These research studies show that motivation plays an essential role in English language learning and that it helps to have a positive attitude when learning. On the other hand, the teacher and the type of strategies used are fundamental bases to improve motivation in students.

7. THEORETICAL FRAMEWORK

7.1 Motivation

Motivation is considered the most important factor in the educational environment since it allows the student to make an effort in the tasks that they consider to be productive and rewarding. The term motivation has been used by different authors who have put all their research into it. Therefore, some of the most relevant definitions that have helped in this research are those of

Murado, (2010); Schunk, (1997); Cristofol, (2015); Gardner & Lambert, (1959). Murado (2010) defines motivation as “one of the most important factors when learning another language. Positive attitude and motivation are directly related to learning a foreign language.” This author also emphasizes that a stimulating classroom with teachers who can use all kinds of teaching techniques equals a motivated student.

Schunk (1997) states that “motivation refers to the process of fostering and sustaining goal-oriented behaviors.” (p.397) for the author, this definition is of the cognitive type; since it establishes that people set goals and achieves them. They undertake tasks cognitively and behaviorally. Learning a second language requires grammatical and cultural knowledge and understanding of the native speakers of this foreign language. Cristofol (2015) states that the learning of a foreign language aims, goals:

- **Linguistic:** The acquisition of structural aspects such as grammar or vocabulary, developed through the four linguistic competences (written expression, oral expression, oral comprehension, and written comprehension).
- **Extra linguistic:** Valuing and appreciating the target language or culture and its native speaker group.

Therefore, it affirmed that motivation is not only in the theoretical or grammatical field of a second language but also influences the social and cultural context in which it takes place. (Gardner & Lambert, 1985 as cited in Giles & Robinson, 1990), those who were pioneers in the study of motivation focus on analyzing a set of variables that help with verbal ability and attitude in learning a new culture such as French, taking into account the skills and strengths of the members investigated.

7.2 Types of motivation

Motivation has been analyzed in different ways in order to obtain different results and types that help the understanding of it, as well as analyzes the positive motivation as a negative motivation resulting in a particular type of motivation, which is attractive to the student and thus complete their learning process, for it has been separated into four motivational types which define the following authors. According to Durand & Huertas (2010) two types of motivation can be found:

- **Intrinsic Motivation:** It is induced by a positive attitude since emotions that are not related to the content of the activities can successfully influence the performance of the proposed tasks. On the other hand, when there are negative emotions within intrinsic motivation, this leads to anger, anxiety, sadness, etc. That's why continuing with negative intrinsic motivation leads to boredom, which restricts satisfaction to success.
- **Extrinsic Motivation:** It distinguishes its prospects in the results obtained by performing the tasks; these are linked to the results that these can bring, such as grades, praise, future expectations. Durand and Huertas (2010) affirm that these expectations get with them a positive extrinsic motivation. On the other hand, in the case of obtaining a hopeless result, this will lead to a total rejection of motivation.

On the other hand, (Gardner & Lambert, 1959 as cited in Dulay, Burt & Krashen, 1982) make another division of the types of motivation, in which a distinction is made between Instrumental motivation and Integrative motivation in second language learning, whereby these authors define these types of motivation as follows:

- **Instrumental Motivation:** This is defined as the objective to achieve using the knowledge of a second language, be it by reading scientific works, singing, graduation, etc. It is defined as the objective to be achieved through the knowledge of a second language, whether through reading scientific works, singing, graduation, etc. Instrumental motivation does not require social integration with a community that uses a second language.
- **Integrative Motivation:** This is define by the social interaction that the student obtains when integrating into a community to learn a second language, becoming a member, getting as an achievement the pronunciation similar to that of native speakers.

Therefore, the types of motivation presented are based on a social context. In this case, instrumental and integrative motivation, but all four have their similarities. Such as the motivational objective of learning to achieve merit (instrumental and extrinsic) and learning a second language for the simple pleasure of doing so or understanding its cultural context (integrative and intrinsic).

7.3 Factors affecting motivation

The factors that affect students' motivation in learning the English language go hand in hand with the types of motivation, i.e., different factors can be found as internal or external depending on whether it is extrinsic or intrinsic motivation. For this reason, we will take into account internal and external factors that affect the motivation for students to learn a second language.

7.3.1 Internal factors

Internal factors are students' own factors, including physical and non-physical aspects that play an important role in the success of learning. It must be taken into account that these factors influence the motivation for students to want to learn a second language and not become demotivated in the teaching-learning process. For this purpose, three factors have been taken into account: emotional, perception and interest.

7.3.1.1 Emotional

Among the factors that affect motivation, emotions are important, since they include different feelings that affect motivation, such as personality, anxiety, attitude, and emotions that are awakened as the person faces the world. According to Merriam-Webster (2022) emotion as “a conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body” (1.a). In other words, emotions are psychophysiological reactions that are manifested by changes that occur depending on the situation and context. Therefore, by analyzing the relationship that exists between motivation and emotion one can observe a feeling that is related one to the other. Estrada (2018) states that:

The relationship that exists between motivation and emotion is bidirectional in nature, because sometimes emotions can represent motives that drive certain action, but they can also indicate the adaptation processes of each individual and, therefore, can give us a picture of the motivation of the individual. Therefore, we speak of a dual process, where both factors play relevant roles that are reflected (p. 20).

Both motivation and emotion establish a similar behavior or a correlation between them since the behavior based on motivation produces certain emotions on the part of the person leading to a negative or a positive one. (Blanco; Caso & Navas, 2013). To improve student motivation, it is important for the teacher to use certain affective emotions that can be managed through actions or messages, either based on praise or rewards. In other words, if a student feels emotionally positive and knows that his knowledge is well received and recognized his motivation will remain high. This statement is similar to that found in Aptus Estudios (2020) who writes: Praise is an honest expression that is meant to compliment the student, probably at least neutral, or even helpful. (p.1)

7.3.1.2 Perception

Perception is a fundamental part of emotion and motivation, according to the degree of satisfaction of an individual's needs. Arias (2006) states that "the perception of a person or of some phenomenon depends on the recognition of emotions, from people's reactions; impressions are also formed, from the union of diverse informative elements that are collected in the first moments of interaction". (p.12). In other words, perception consists in the possibility of processing information and interpreting it depending on the impressions that are given to us jointly from an emotion and how they feel about it.

For this, perception and extrinsic motivation have been related, since it obeys the context in which learning is taking place. Perception is established through the gestures received by the student, either by the teacher or by his peers. It is important that the student feels acceptance and recognition by society based on his or her virtues (Mujica, 2016).

7.3.1.3 Interest

Interest is a factor that positively influences English learning. This factor should be very much taken into account by the teacher as they should present the appropriate material in the classroom to arouse the interest of the students and help in the English language learning process. According to Atia (2011), mentions that "the importance of interest in learning activity can help developing students' motivation and to encourage students to do the activities necessary during the learning process" (p. 19). Therefore, interest is a factor that helps to promote students' motivation towards

certain learning, as they will attend better, activate their cognitive processes, feel satisfied or excited to learn better.

7.3.2 External Factors

External factors are factors that come from the external environment such as the family environment, the social environment, the attitude of the teacher and the students themselves. Therefore, in order for learning to be more effective it is necessary to avoid these types of factors since they directly affect the student's motivation to feel interested in learning the English language.

7.3.2.1 Teachers' attitudes

A teacher must be a person of integrity, both intellectually and morally. The teacher's role in this regard is fundamental since through his or her attitudes, behavior, and performance within the classroom he or she will be able to motivate students to build their learning. According to Seda & Zahitjan (2016), mention that "Students' learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Learners appreciate the distinctive paths offered to them to follow for better understanding and learning" (p. 22). Therefore, proper guidance on the part of the teacher is very essential so they should use materials and strategies to arouse the students' interest to facilitate the teaching and learning process.

In short, a teacher recognizes that teaching is his or her main occupation and profession, and that his or her competences consist of instructing in the best possible way those who assume the role of pupils, regardless of their age or condition. Every teacher needs to be acutely aware of the great commitment and responsibility he/she has individually and socially to educate increasingly thoughtful, critical, humane, and responsible people.

7.3.2.2 Social

Human beings are constantly changing, seeking to satisfy their needs in order to reach the desired success, people are social beings, acceptance and recognition is essential to continue achieving our goals. Therefore, as we find ways to relate to each other, we experience changes in learning. While

it is true that learning becomes effective when it has behavioral processes, it must be kept rooted in cognition and expressed through emotions and feelings.

Chóliz (2004) states that social motives are considered as a set of characteristics that are learned through the satisfactions that are obtained when there is a certain achievement which drives to an improvement in the actions. Therefore, the role of motivation induces the relationships of interest shown by students, based on the efforts and how this influences behavior. The teacher plays an important role being the guide in every situation that is presented to the student; the teacher must devise a method in order to change the perspective of learning, without neglecting the importance of extrinsic motivation, but combining the two motivations for a better integration in education. However, the school system and society have influenced the conditioning of extrinsic learning, since students are more concerned with passing subjects than with understanding them, as well as with obtaining more recognition.

7.3.2.3 Family Environment

The family has been related to school academic performance and how motivational support has helped students; however the family environment has also been a problem to be considered as a responsible actor in the conceptions of motivation. In the same way, Prechta; Valenzuela; Muñoz & Sepúlveda (2016) state that:

The way in which the role of the family is conceived gives space for certain responsibilities, but limits or denies others: one of them assumes that the family's space is to collaborate with the student's motivation, understanding that motivation is a key factor in learning. But there is no consensus with respect to understanding what this support consists of, what its limits are and the areas of this collaboration/partnership/work between the family and the school. (p.169)

The relationship between the family and the school implies certain alliances of collaboration and importance to the activities inside and outside the educational institution. According to Pizarro, Santana & Vial (2013) the key to involve the family in learning is the teacher-family communication in which there is a constant report of academic performance, behavior highlighting the positive points of the students and thus maintaining contact with the school. The purpose of

parental or guardian involvement is not to harass or overprotect the student, but to understand and guide them in their learning process.

7.4 Anxiety, attitude and their possible relationship to motivation.

Motivation is an important factor for the acquisition of a second language; however, it is not the only factor on which learning is based. Although it is true that motivation helps to improve performance, it is necessary to analyze anxiety and attitude as other learning factors and observe how they relate to each other

7.4.1 Anxiety

Anxiety has been a natural emotion in the human being that affects the cognitive system referring to it as a state that affects ideas thinking, resulting in different feelings like worry, fear, insecurity, etc. (Lazarus & Averill, 1972), define anxiety as:

“An emotion-based appraisal of threat is an appraisal that entails symbolic, anticipatory, and uncertain elements. These characteristics, broadly conceived, mean that anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world about him. On the response side, anxiety may be accompanied by behavioral and physiological manifestations; often, however, cognitive modes of response predominate.” (pp. 246-247)

Anxiety in learning can be a decisive factor in determining a student's success in learning a second language since anxious students tend to have more incredible difficulty paying attention, are easily distracted, and are inflexible when adapting to the learning process. (Pichette, 2009). That is to say; anxiety is related to the performance and use of a second language since the student is limited in his knowledge and self-criticism, giving an unsatisfactory and vague result.

7.4.1.1 Anxiety-Motivation

When speaking of an anxiety-motivation relationship, one has to take into account that the two would be considered antonyms, the fact of being an anxious person entails certain negative attitudes in the learning of a second language or learning in general; if a person has anxiety problems it can affect communication or other areas such as concentration and memory problems. This statement is

similar to that found in (Jadue, 2001) which states that anxiety levels affect school performance, since they decrease interest and lose concentration, resulting in slow information processing and cannot adapt to learning processes.

However, there is little research that relates motivation and anxiety together. Cecilio & Alves (2012) investigated the possible relationship between these two factors using two types of participants whom they called the underestimated and the overestimated, with the result that anxiety may be related in part to the types of motivation that direct their behaviors. That is, students who are extrinsically motivated, e.g., by the need for social recognition or to obtain outstanding grades, are more likely to be anxious than intrinsically motivated students, i.e., those who enjoy cognitive challenges and are attracted to classroom activities.

7.4.2 Attitude

It can be said that attitude is behaving in front of a situation or when performing an activity. (Chavez, 2018), defines attitude as a form of response to the daily actions in certain conditions, whether they are to their liking or not. Within the learning process, attitude plays a vital role since it includes the teacher, the teaching method, the classroom context, and the topics to be covered. Students have several opinions that are familiarized as a philosophy about their instruction leading to learning, which is why (Carmona, 2011), focuses on attitude through three philosophies:

- **Language use:** The teacher who abides by this philosophy gives importance to language learning naturally, based on practice and simulation of real conversational situations.
- **Language learning:** With this philosophy, the teacher emphasizes learning grammar and vocabulary.
- **Personal factors:** In this case, the teacher emphasizes beliefs and feelings that facilitate or hinder learning, self-esteem, and aptitude for learning. These preferences affect the strategies teachers choose for students to learn new material.

Consequently, attitude determines learning, the development of activities that students appreciate, that is, their quality for society, so attitude is a factor that determines the learning process. There are situations that can be used for teaching learning, in order to help motivate the student and be an attractor of a second language, such as using everyday situations or roles that help to develop, also

emphasizes the importance of grammar and everything related to writing in a second language, and finally the importance of motivational factors within the learning of a second language.

7.4.2.1 Attitude-Motivation

Attitude is related to the concept of self-esteem, which influences motivation, since it is the perception one has of oneself. Therefore, self-esteem refers to the attitude and how we interact with others. Motivation takes as an influence the expectations you have of yourself and how others perceive you, this in order to achieve the proposed goal resulting in a resounding success or failure, heading in one direction, the self-concept that you give yourself and how your attitude influences either negatively or positively (Ramos, 2014). Consequently, attitude or self-esteem can be considered as part of a motivational factor, i.e. emotions, since the way the student feels will be reflected in his or her motivational level.

7.6 Teacher's role

Teachers in education have played a range of roles that have enabled them to achieve goals, solve problems and seek innovative teaching strategies to provide learners with the fundamental knowledge they need to develop flexible ways to learn and succeed. The English teacher has a fundamental role in the language teaching process. In the past, teachers were seen only as serious and knowledgeable instructors, able to present their subject matter and to ask and answer questions about it. Fortunately, this mentality has undergone a change and a more contemporary definition sees the teacher as a guide, a mentor, a friend, a provider, a professional. Thus the attitude of teachers towards students is important because it will influence the quality and quantity of student learning. According to Çağlar (2011):

The students shouldn't be taught English through mechanical activities. Different kinds of games, dramatization should be used. Listening to the students, understanding them, attributing importance to each students individually, being among them, playing the games with them: all these definitely boost the students' motivation. (p. 1197)

Therefore, the role of the teacher and motivation are essential in the process of second language acquisition. The teacher has to adopt a dynamic and active role in this whole process, observing and

understanding the needs of each of his students throughout the process, the teacher not only implements new techniques and methodologies but also, is a guide in new knowledge and improvement of second language skills; the teacher motivates to learn and know more about the topics introduced, inviting the students to be interested not only in the language but also in their social or cultural context.

7.5 Strategies to foster motivation

It is important to keep in mind that to be motivated it is necessary the type of stimulus that is given to the learning process and how this attracts the student, therefore it is essential to implement certain strategies, which have been explain by different authors, among which it is worth mentioning Weinstein & Mayer (1986) who state that “the behaviors and thought that a learner engages in during learning and that are intended to influence the learners' encoding process”. (p. 17); that is, strategies are part of a process that is carried out to facilitate the acquisition of information. There are different types of strategies that help to improve motivation and have a positive attitude when learning English; however, emphasis has been made on the most attractive ones such as:

7.5.1 Use of technology

Technology is an essential tool in second language learning, as we can project audiovisual material at any time, allowing us to make a class dynamic and keep students interested in learning. Alshenqet (2018), states that “the use of technology in teaching languages has the potential to cultivate motivation in students as well as augmenting learning as a whole” (p. 5). Therefore, it can be said that the use of ICT has become essential to work motivation in the classroom, since we must take into account that we are surrounded by technology and audiovisual tools that allow us to mediate the learning process.

Finally, technology is a very useful tool for English learners because in this way students can construct their learning in an autonomous and meaningful way. It also favors motivation, participation, and interest in the classroom, which allows students to take the initiative not only to learn on their own but also to learn collaboratively. For this reason, it is important that teachers use

technology in the classroom because technology also has a variety of interactive resources that attract attention and interest in the content.

7.5.2 Use of music

Music plays an important role in building motivation and knowledge in the study of English as a second language as it is a relaxation tool in the classroom environment to facilitate the learning process. According to Piri (2019), “music is considered as a strong candidate for making language learning classroom an optimum learning environment in which learners can increase their vocabulary, enhance their listening, speaking, reading, and writing skills and develop cultural knowledge” (p. 2). Hence, music is a fantastic tool for teaching English but the teacher has an important role to play as he/she is responsible for selecting the songs correctly and according to what is being worked on, so that the meaning and themes of the lessons are not lost.

7.5.3 Use of flashcards

Flashcards are excellent for introducing new words because they capture attention and curiosity. In addition, with their full-color images and large print, you will be able to understand what you see without the need for a lot of additional explanations. This way the student will be motivated to want to learn more of the language. According to Alshenqet (2018), mentions that “using illustrated media (flashcards), it is not only improving students’ motivation in learning English but also make the student’s active in learning” (p. 52). Consequently, by using flashcards, students will be motivated to learn the English language. In addition, by using flashcards as an illustrated medium, the teacher can create the situation and give the students the opportunity to participate in the classroom activities.

To sum up, the use of flashcards in the classroom is a methodology that teachers put into practice in order to make their students learn a second language more easily, so working with the variety of activities and games provided by the flashcards, is a good strategy with which we can awaken curiosity and interest, and in this way use this resource in different ways to teach easily and interactively, since these flashcards are easy to make and easy to manipulate.

7.7 English Language Skills

Motivation is considered one of the key factors for successful language learning. In English, we need four skills to communicate fully. These four skills are interrelated. When learning one of these skills, remember that all four skills are acquired and developed through practicing and learning English. The four language skills are listening, reading, writing and speaking.

But we must keep in mind that some students have difficulty learning these skills and feel demotivated in the learning process. According to the study of Cuong (2019), mentions that “speaking skill was considered the most difficult language skill by the students (50.7%). While listening skill was the second most difficult language skill with 39.1% of students that participated in the study” (p. 62). Therefore, it can be stated that the most difficult skills for students to learn are listening and speaking, which causes students to have a negative attitude in the English classroom and at the same time to feel demotivated.

8 METHODOLOGY

8.4 Research approach

The research project used the quantitative approach because it allowed us to statistically examine the data acquired from the questionnaire applied to the students of the fourth level to assign numerical meanings to them through the research instruments. Destiny (2017) mentions that:

Quantitative research deals with quantifying and analyzing variables to obtain results. Quantitative research involves the use and analysis of numerical data, using specific statistical techniques to answer questions such as: who, how much, what, what, where, when, how many, and how. It also describes methods for explaining a topic or phenomenon by collecting data in numerical form. (p. 40)

Consequently, the quantitative approach is more structured and controlled and generally involves the research instrument that allows the same information to be obtained from each respondent. It also allows the researcher to interpret and analyze the results obtained through statistical or numerical data.

8.5 Type of research

The type of research that was used in the project was descriptive since it allowed us like the researchers to observe and describe what type of motivation have students the learning of the English language of the students of the fourth level, of the Pedagogy of national and foreign languages at the Technical University of Cotopaxi.

Nassaji (2015) mentions that “the objective of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with them than with the how or why of something” (pp. 129). Thus, descriptive research focuses on knowing the reality as a given spatial and temporal situation, i.e., it describes the characteristics of the phenomenon under study without introducing any modifications.

8.6 Data collection techniques and instruments

The present project used the survey as a technique and the questionnaire as an instrument. Both used to achieve reliable and satisfactory research results. Likewise, the questionnaire will be formulated with closed questions that delimit the surveyed students' answers and facilitate the tabulation of the data to realize our questionnaire. We have used Gardner's (1960) AMTB (Attitude Motivation Test Battery) questionnaire as a reference.

Participants

The sample consisted of 62 fourth-semester students of the Technical University of Cotopaxi, of the pedagogy career of national and foreign languages parallel A and B, of which 46 are female and 15 are male, with one student who did not wish to disclose his/her gender. For the research, Gardner's (1960) AMTB questions were adapted by taking 30 of them and using the 5-point Likert scale. The questions were divided into five sections in order to collect data on the motivation of the students surveyed.

1. Intrinsic/Integrative motivation
2. Extrinsic/Instrumental motivation
3. Intensity of motivation
4. Positive and Negative Attitude
5. Anxiety

Demographic information includes gender, age and level of English within the Common European Framework of Reference (CEFR). The data were collected during the virtual class hours on the meet platform and using Google Forms as a medium. Within the sections there was a short introduction explaining the specific topic as well as explaining the instructions in a concise and clear manner.

Data Analysis

After obtaining the data, the mean and the general standard deviation of the first section mentioned above were calculated, this was analyzed with the SPSS program, as well as the results were

analyzed according to the objectives of the research, the results are divided into two parts. The first section explores the results according to the type of motivation, the degree of intensity, and the degree of both positive and negative attitude and the last section shows the level of anxiety that the students have depending on gender, age, and level of English.

The data were calculated according to the antecedents and a five-point scale was used for the results where the type of motivation, the intensity of motivation, the positive and negative attitude and the anxiety were measured.

Table 1
Mean Range

Mean Range	Interpretation
3.61-5.00	High
2.31- 3.60	Moderate
1.00-2.30	Low

Findings

In this section we present the results highlighting the types of motivation presented in Tables 3 and 5, which present in detail their resulting mean scores and total standard deviation (S.D.), containing in the first table (Table 3) 5 items related to integrative or intrinsic motivation and in the following table (Table 5) instrumental or extrinsic motivation.

Table 2
Intrinsic/Integrative motivation Items

ITEMS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. I like English language	1	2	1	2	11	18	19	30	30	48	62	100
2. I study English because it makes it easier/will make it easier for me to interact with English speakers	1	2	3	5	21	34	17	27	20	32	62	100
3. I study English because it allows me to better understand and appreciate English literature, cinema, music and art.	1	2	4	7	15	24	16	26	26	42	62	100
4. I like American culture and studying about it	2	3	3	5	18	29	23	37	16	6	62	100
5. Practicing the language will help me to be more participative in foreign cultural group activities.	1	2	1	2	12	19	27	43	21	34	62	100

Table 3
Intrinsic/Integrative motivation results

No	Items	Mean	S. D	Rating of motivational
1	I like English language	4.22	0.91	High
2	I study English because it makes it easier/will make it easier for me to interact with English speakers.	3.83	0.99	High
3	I study English because it allows me to better understand and appreciate English literature, cinema, music and art.	4	1.04	High
4	I like American culture and studying about it.	4.06	0.86	High
5	Practicing the language will help me to be more participative in foreign cultural group activities.	3.39	1.24	Moderate
	Total	3.9	1.00	High

Source: Survey applied to students in the fourth cycle

Table 3 reveals that the students surveyed have a high level of intrinsic or integrative motivation. According to the table, it can be observed that the overall mean is 3.9. Statement 1 has the highest mean with a 4.22. Statement 4 has a high mean of 4.06. Statement 3 has a good mean of 4; and statement 2 has a mean of 3.83. The lowest mean is for statement 5 which has a score of 3.39. Therefore, the entire mean scores as a whole show that there is a high level of intrinsic or integrative motivation.

Table 4
Extrinsic/Instrumental motivation Items

ITEMS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
6. I study English because it will be easier for me to get a good job.	1	2	2	3	9	14	19	31	31	50	62	100
7. I need to study English to get my degree.	1	2	4	7	7	11	23	37	27	43	62	100
8. If I get a job in an international company I will need to understand and interact with foreign customers.	1	2	1	2	8	13	18	29	34	54	62	100
9. English language will make me a knowledgeable person	1	2	2	3	11	17	24	39	24	39	62	100
10. English language will help me to get the respect I need from the people around me.	4	7	6	10	17	27	23	37	12	19	62	100

Table 5
Extrinsic/Instrumental motivation results

No	Items	Mean	S. D	Rating of motivation
6	I study English because it will be easier for me to get a good job.	4.24	0.93	High
7	I need to study English to get my degree.	4.14	0.97	High
8	If I get a job in an international company I will need to understand and interact with foreign customers.	4.33	0.88	High
9	English language will make me a knowledgeable person	4.09	0.91	High
10	English language will help me to get the respect I need from the people around me,	3.53	1.11	Moderate
	Total	4.06	0.96	High

Source: Survey applied to students in the fourth cycle

Table 5 reveals that the students surveyed have a high level of extrinsic or instrumental motivation. According to the table, it can be observed that the overall mean is 4.06 which mean high. Statement 8 has the highest mean with a 4.33. Statement 6 has a high mean of 4.24. Statement 7 has a good mean of 4.14; and statement 9 has a mean of 4.09. The lowest mean is that of statement 10, with a mean of 3.53.

Table 6
The comparison between intrinsic and extrinsic motivation

Motivation	Mean	Meaning
Intrinsic	3.90	High
Extrinsic	4.06	High
Total	3.98	High

Source: Survey applied to students in the fourth cycle

Table 6 presents the comparison between intrinsic and extrinsic motivation. It shows that the mean of extrinsic motivation (4.06) is higher than that of intrinsic motivation (3.90). However, the total mean of both motivations is 3.98 considered a high motivation.

Discussion

According to the results obtained on the type of motivation that the respondents have, it could be concluded that there is no significant value that shows that intrinsic motivation is less important than intrinsic motivation or vice versa. However, the results showed that extrinsic or instrumental motivation predominates more in students of foreign language pedagogy at the Technical University

of Cotopaxi, who learn a second language. That is to say that they study English for questions regarding the labor field or to improve their curriculum. These results are similar to those found in Alkaabi (2016), who mentions that:

According to the results of the questionnaire and the interview, Saudi students showed a mixture of extrinsic and intrinsic motives to learn English as a second language. However, the extrinsic motivation was found to be the dominant type of motivation for Saudi students compared to the intrinsic motivation. (p.62)

Therefore, it is concluded that extrinsic motivation is a factor for learning in order for students to have as a result of their learning to be able to obtain a reward such as getting a degree and getting a good job.

Table 7
Intensity of motivation Items

ITEMS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
11. I really like going to my English class because my teacher is very good at teaching his or her subject.	5	8	5	8	17	28	20	32	15	24	62	100
12. I pay close attention to try to understand all the English I see and hear.	0	0	3	5	10	16	33	53	16	26	62	100
13. I keep up with my English classes by working on them every day.	1	2	4	6	20	32	23	37	14	23	62	100
14. I really put a lot of effort into learning English	1	2	3	5	15	24	26	42	17	27	62	100
15. My English teacher has a dynamic and interesting teaching style.	5	8	9	15	20	32	13	21	15	24	62	100

Table 8
Intensity of motivation results

No	Items	Mean	S. D	Rating of intensity
11	I really like going to my English class because my teacher is very good at teaching his or her subject.	3.56	1.18	Moderate
12	I pay close attention to try to understand all the English I see and hear.	4	0.78	High

13	I keep up with my English classes by working on them every day.	3.72	0.94	High
14	I really put a lot of effort into learning English	3.88	0.92	High
15	My English teacher has a dynamic and interesting teaching style.	3.38	1.23	Moderate
	Total	3.70	1.01	High

Source: Survey applied to students in the fourth cycle

Table 8 reveals that the students surveyed have a high intensity of motivation. According to the table it can be observed that the overall mean is 3.70, which mean high. Statement 12 has the highest mean with a 4. Statement 14 has a high mean of 3.88. Statement 13 has a good mean of 3.72; and statement 11 has a mean of 3.56. The lowest mean is that of statement 15, with a mean of 3.38.

Discussion

The above results showed in the level of intensity of the students in learning English, which shows that the students have a high level, as they are very important to study on their own, pay attention to the lectures and understand everything regarding English classes. These results are similar to those found in the research conducted by El-Zine & Aamer (2020), who reported that Yemeni university students have a high level of motivational intensity and that students have a strong desire to learn in this case French. The author also emphasizes that students agree to learn a second language in an active way, which the student's primary purpose is to learn because students who ask questions, analyze and complete all the activities and improve the language are those who have high motivational intensity.

Table 9
Positively Attitude Items

ITEMS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
16. In class, I like to speak English for as long as possible.	4	7	5	8	23	37	19	30	11	18	62	100
17. I enjoy reading books, listening to podcasts, listening to music, watching series and movies in English.	1	2	2	3	17	27	23	37	19	31	62	100

18. I have the ability to learn English	1	2	4	7	19	31	21	33	17	27	62	100
19. I study English because I enjoy learning a second language and bringing it into my daily life.	0	0	3	5	11	18	24	38	24	38	62	100
20. The more I get to know English people, the more I am interested in learning English.	2	3	5	8	14	22	22	36	19	31	62	100

Table 10
Positively Attitude results

No	Items	Mean	S. D	Rating of attitude
16	In class, I like to speak English for as long as possible.	3.45	1.08	Moderate
17	I enjoy reading books, listening to podcasts, listening to music, watching series and movies in English.	3.91	0.92	High
18	I have the ability to learn English	3.79	0.97	High
19	I study English because I enjoy learning a second language and bringing it into my daily life.	4.11	0.87	High
20	The more I get to know English people, the more I am interested in learning English.	3.82	1.06	High
	Total	3.81	0.98	High

Source: Survey applied to students in the fourth cycle

Table 10 reveals that the students surveyed have a high positively attitude. According to the table, it can be observed that the overall mean is 3.81. Statement 19 has the highest mean with a 4.11. Statement 17 has a high mean of 3.91. Statement 20 has a good mean of 3.82; and statement 18 has a mean of 3.79. The lowest mean is that of statement 16, with a mean of 3.45.

Table 11
Negatively Attitude Items

ITEMS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
21. I don't like learning English	38	61	7	11	6	10	8	13	3	5	62	100
22. Learning English is a difficult task	11	18	14	23	20	32	8	13	9	14	62	100

23. I don't feel capable of speaking a second language.	28	45	11	18	12	19	7	11	4	7	62	100
24. I don't see the point in learning English	34	55	11	18	7	11	7	11	3	5	62	100
25. It is difficult for me to work with people with different values and customs.	18	29	7	11	22	36	13	21	2	3	62	100

Table 12
Negatively Attitude results

No	Items	Mean	S. D	Rating of attitude
21	I don't like learning English	1.88	1.29	Low
22	Learning English is a difficult task	2.83	1.28	Moderate
23	I don't feel capable of speaking a second language.	2.16	1.29	Low
24	I don't see the point in learning English	1.93	1.25	Low
25	It is difficult for me to work with people with different values and customs.	2.58	1.20	Moderate
	Total	2.27	1.26	Low

Source: Survey applied to students in the fourth cycle

Table 12 reveals that the students surveyed have a low negative attitude. According to the table, it is observed that the overall mean is 2.27. Statement 22 has the least low mean with 2.83. Statement 25 has a low mean of 2.58. Statement 23 has a mean of 2.16; and Statement 24 has a mean of 1.94. The lowest mean is that of statement 21, with a mean of 1.88.

The next 5 items present the level of anxiety in English language learning. Including age, gender, and level of English. For this purpose, three tables will be made to show the demographic data already mentioned and the respective items of anxiety, together with the mean.

Discussion

According to the results found on attitude, students have a high positive attitude. This finding is similar to that of Gede & Wayan (2020), who mention that "Almost all of the respondents have positive attitude towards English learning, as well as the English teacher. They agreed that English learning is fun and challenging" (p. 10636). Therefore, it can be concluded that our research

corroborates with the previous one due to the fact that in both researches students show to have a positive attitude. Finally, it can be said that attitude is essential in learning a second language, so it can be stated that students need to have a positive attitude in order to achieve the proposed objectives.

Table 13
Anxiety Items

ITEMS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
26. I am embarrassed to speak English in public	11	18	13	21	16	26	16	26	6	9	62	100
27. I am afraid of failing to speak English.	9	15	9	15	26	42	11	17	7	11	62	100
28. I feel that my English is very poor and incomprehensible.	9	15	13	21	19	30	16	26	5	8	62	100
29. I get very nervous when I speak English.	6	9	8	13	18	29	18	29	12	20	62	100
30. I am afraid that people will laugh at my pronunciation.	14	23	7	11	19	31	13	21	9	13	62	100

Table 14
Anxiety results

No	Items	Mean	S. D	Rating of anxiety
26	I am embarrassed to speak English in public	2.88	1.25	Moderate
27	I am afraid of failing to speak English.	2.96	1.17	Moderate
28	I feel that my English is very poor and incomprehensible.	2.91	1.17	Moderate
29	I get very nervous when I speak English.	3.35	1.21	Moderate
30	I am afraid that people will laugh at my pronunciation.	2.93	1.35	Moderate
	Total	3.00	1.23	Moderate

Source: Survey applied to students in the fourth cycle

Table 14 reveals that the students surveyed have a moderate anxiety. According to the table, it can be observed that the overall mean is 3.00. Statement 29 has the most moderate mean with a 3.35.

Statement 27 has a mean of 2.96. Statement 30 has a mean of 2.93; and statement 28 has a mean of 2.91. The most moderate mean is that of statement 26, with a mean of 2.88.

Discussion

According to the above table, it can be said that the students have moderate anxiety, these results are similar to Ayulia (2017), who mentions that “the level of students’ anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar considered dominantly moderately to low anxiety”(p. 53). This is because the students stated that they felt anxious when someone asks them something in English. Also because they believe that they have problems with their pronunciation that their English is poor and incomprehensible and, in some cases, they were embarrassed to speak in public because they are afraid that someone will laugh at them. Finally, it is concluded that our research corroborates the above; in both investigations, the respondents showed some degree of anxiety when learning a second language.

Gender: Table 6 where the male and female gender varies.

Table 15
Gender range of anxiety

No	Items	Gender	Mean	Rating of Anxiety
26	I am embarrassed to speak English in public	Female	2.9	Moderate
		Male	2.7	Moderate
27	I am afraid of failing to speak English.	Female	3.1	Moderate
		Male	2.4	Moderate
28	I feel that my English is very poor and incomprehensible	Female	2.9	Moderate
		Male	3	Moderate
29	I get very nervous when I speak English	Female	3.4	Moderate
		Male	3.3	Moderate
30	I am afraid that people will laugh at my pronunciation.	Female	3.1	Moderate
		Male	2.3	Moderate
		Total	3.00	Moderate

Source: Survey applied to students in the fourth cycle

Table 15 reveals the anxiety level data depending on the gender of the respondent. The total mean of the data is 3.00 with a moderate range of anxiety. According to the female gender the most moderate mean is 3.4 being the total of statement 29. Statements 30 and 27 have a mean of 3.1, while the least moderate mean is 2.9 belonging to statements 26 and 28. On the other hand, the most

moderate mean of the male gender is 3.3 belonging to statement 29. Statement 28 has a mean of 3. Statement 26 has a mean of 2.7. Statement 37 has a mean of 2.4, while the least moderate mean is 2.3 for statement 30.

Table 16
The comparison between Female and Male's anxiety

Gender-based anxiety	Mean	Meaning
Female	3.08	Moderate
Male	3	Moderate
Total	3.04	Moderate

Source: Survey applied to students in the fourth cycle

Table 16 presents the comparison of the level of anxiety between men and women. The study revealed that the level of anxiety is moderate for both women (3.08) and men (3). Thus the total mean of both genders is 3.04, i.e. they have moderate anxiety.

Age: Table 7 where the 18-20; 21-25; 26-30 years varies.

Table 17
Age of students

No	Items	Age	Mean	Rating of Anxiety
26	I am embarrassed to speak English in public	18-20	2.9	Low
		21-25	2.9	Low
		26-30	2.4	Low
27	I am afraid of failing to speak English.	18-20	3.2	Moderate
		21-25	2.9	Low
		26-30	2	Low
28	I feel that my English is very poor and incomprehensible.	18-20	2.9	Low
		21-25	2.9	Low
		26-30	2.6	Low
29	I get very nervous when I speak English	18-20	3.5	Moderate
		21-25	3.1	Moderate
		26-30	3.6	Moderate
30	I am afraid that people will laugh at my pronunciation.	18-20	3.3	Moderate
		21-25	2.6	Moderate
		26-30	2.4	Moderate
Total			2.88	Moderate

Source: Survey applied to students in the fourth cycle

Table 17 reveals a low level of anxiety depending on the age of each respondent. The total mean of the students is 2.88. According to the age range of 18-20 the highest mean is 3.5 belonging to statement 29. Statement 30 has a mean of 3.3 and statement 27 has a mean of 3.2, while statements 26 and 28 have the lowest mean which is 2.9. On the other hand, the age range 21-25 has the

highest mean which is 3.1 belonging to statement 29. Statements 26, 27 and 28 have a mean of 2.9, while statement 30 has the lowest mean of 2.6. Finally, the age range 26-30 has the highest mean which is 3.6 belonging to statement 29. Statement 28 has a mean of 2.6 and statements 26 and 30 have a mean of 2.4, while statement 27 has the lowest mean of 2

Table 18
Anxiety level between ages

Anxiety level between ages	Mean	Meaning
18-20	3.16	Moderate
21-25	2.88	Moderate
26-30	2.60	Moderate
Total	2.88	Moderate

Source: Survey applied to students in the fourth cycle

Table 18 presents the comparison of the level of anxiety between ages. The study reveals that the level of anxiety is moderate for both respondents with an age range of 18-20 (3.16), for respondents with a range of 21-25 (2.88), and for respondents with a range of 26-30 (2.60) Thus, the total mean of the three ages is 2.88, i.e., they have moderate anxiety.

CEFR: Table 8 where A1, A2, B1, B2 level varies.

Table 19
Level of English of students

No	Items	CEFR	Mean	Rating of Anxiety
26	I am embarrassed to speak English in public	A1	3	Moderate
		A2	2.9	Moderate
		B1	3.1	Moderate
		B2	2.2	Low
27	I am afraid of failing to speak English.	A1	3.6	Moderate
		A2	3.1	Moderate
		B1	2.7	Moderate
		B2	1.8	Low
28	I feel that my English is very poor and incomprehensible	A1	2.7	Moderate
		A2	2.9	Moderate
		B1	3.1	Moderate
		B2	2.7	Moderate
29	I get very nervous when I speak English	A1	3.6	Moderate
		A2	3.4	Moderate
		B1	3.1	Moderate
		B2	3.3	Moderate
30	I am afraid that people will laugh at my pronunciation.	A1	3	Moderate
		A2	3.2	Moderate
		B1	2.5	Moderate
		B2	2.2	Low
Total			2.91	Moderate

Source: Survey applied to students in the fourth cycle

Table 19 reveals a moderate level of anxiety depending on the level of English of each respondent. The total mean of the students is 2.91. According to the A1 level the highest mean is 3.6 belonging to statements 27 and 29. The statements 26 and 30 have a mean of 3, while statement 28 has the lowest mean which is 2.7. The A2 level has the highest mean which is 3.4 belonging to statement 29. The statement 30 has a mean of 3.2. The statement 27 has a mean of 3.1 while statements 26-28 have the lowest mean of 2.9.

On the other hand, the B1 level has the highest mean which is 3.1 belonging to statements 26, 28 and 29. The statement 27 has a mean of 2.7, while statement 30 has the lowest mean which is 2.5. Finally, the B2 level has the highest mean which is 3.3 belonging to statement 29. Statement 28 has a mean of 2.7 and statements 26 and 30 have a mean of 2.2, while statement 27 has the lowest mean of 1.8.

Table 20
Anxiety level between English levels

<i>Anxiety level between English levels</i>	Mean	Meaning
A1	3.18	Moderate
A2	3.1	Moderate
B1	2.9	Moderate
B2	2.44	Moderate
Total	2.91	Moderate

Source: Survey applied to students in the fourth cycle

Table 20 presents the comparison of the level of anxiety between English levels. The study reveals that the level of anxiety is moderate for respondents with an A1 level of English (3.18), for respondents with an A2 level (3.1), for respondents with a B1 level (2.9) and for respondents with a B2 level (2.44). Thus, the total mean of the four levels of English is 2.91, i.e., they have moderate anxiety.

Discussion

For the last section, anxiety was analyzed as a negative influencer. It could be observed that students feel moderately anxious when learning a second language. On the other hand, the results of anxiety and demographic data present in the questionnaire were analyzed. According to the table on the comparison of anxiety of men and women, the result was that women are moderately more anxious than men, this result is similar to that found in Marx (2019), this author obtained as a result that women are more anxious as they have some nervousness when speaking or expressing themselves in public.

On the other hand, the comparison of the age range of the students results that the younger respondents (18-20) are moderately more anxious than those of the other ages, this result is similar to that of Aydin (2017), the author obtained as a result that younger students felt more anxious due to a matter of fear of public speaking and older students laugh at them. Finally, for the language level, students with an A1 were moderately more anxious than other students with other levels, this result could be due to having peers with better English than theirs. However it has not been proven with another study so it is necessary to study it in depth and know the real problem.

9 RESEARCH IMPACTS:

This research project is of an educational nature, since it is oriented to know the difficulties that arise in the educational system, which makes it, have a social and formative impact, since it involves the educational community, and aims to improve the social and academic relationships of students. The results shown above can help both students and teachers in order to improve their motivation, knowing the type that influences the student's character and expanding it in order to improve their capabilities and attracting a more intrinsic learning, on the other hand it was necessary to observe the attitude and the level of anxiety obtaining a good result from the respondents. However, these results will help to understand the problems of each student as having a negative attitude or a high level of anxiety and see what the causes that compose it are.

10 CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

The results presented above reveal the necessary data to know the answers to the questions and objectives mentioned during the elaboration of this project. As the first objective, the role of motivation was revealed and how it has been very important in the process of learning a second language. Motivation is the major influencer in learning, it aims to make known the needs and desires of learners; motivation is analyzed by four types of motivation which are based on achievement, internal learning and cultural knowledge. Motivation has certain factors that can affect it, such as the emotion that influences how the person feels motivated, how this affects negatively or positively in their behavior; another factor could be the attitude of the teacher when teaching, what are the teaching aids they have and how they use them in learning or what are the strategies that

help the teacher, either the use of technology or music. This in order to show what are the strengths or weaknesses of the student and reinforce it to get a good result.

As a second objective, it was possible to observe the type of motivation that the students have, therefore, according to the results presented in the analysis it can be concluded that students feel highly motivated in an extrinsic or instrumental way, the data also revealed that students are motivated in an extrinsic way by a question of obtaining a good job in a big company, being this statement 8 with the highest mean of (4.33); that of obtaining respect or recognition from others being the lowest mean (3.53) corresponding to statement 10.

Finally, as a third objective, the level of anxiety was analyzed depending on the demographic data, which concluded that the data showed a moderate level of anxiety in all three domains, i.e., no significant change in any of the three. The level of anxiety depending on gender showed that both males and females feel moderately anxious, it was also revealed that the highest result in the mean was 3.35 which are the data of statement 29, i.e. the respondents feel nervous when speaking English. Similar data were presented in anxiety by age, with 18-20 years being the highest range obtainable, however the level of anxiety is the same, being moderately anxious as a general range. And as final data, the level of anxiety by level of English was obtained, revealing no significant change, with A1 being the predominant level in the fourth semester of the Technical University of Cotopaxi with a moderate range of anxiety.

10.2 Recommendations

From the results presented above, it was observed that the teacher plays an important role in increasing motivation in English language learning. Therefore, it is recommended that teachers develop activities that promote the motivation of their students through activities or strategies to improve the English language, and in this way attract the student's attention, some strategies were given that help to attract the student's attention, so it is possible that the focus of good learning is to motivate, understand the needs of students and improve the methodology.

It is advisable for teachers to help learners to identify their motivation to broaden their knowledge based on the type, not to let the learner stay with extrinsic motivation but to help them to be attracted to the language for their personal liking and to maintain a positive attitude towards the learning process of the learners, as what teachers convey is what suits the learners' personal needs, interests and desires. Similarly, it is important to foster the motivation of English language learners by knowing the factors or aspects that lead to successful and effective language learning.

It is recommended that teachers interact positively with their students so that they feel motivated and anxiety will decrease. However, it is not only the teachers' task, but also the students', to use self-learning methods that attract them, such as meeting foreign friends, with whom they can become interested not only in the language but also in the culture, a motivated student seeks to satisfy his curiosity, so this would be one of the best ways to do it.

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11. ANNEXES

11.1 Annex 1

Motivation to learn a second language has become a quantitative sample for questionnaires as a data collection tool, especially for accessibility, because of the distance of the subjects considered or the difficulty of gathering them (Garcia, 2003: 2).

There are questionnaires based on motivation. (Gardner, 1985) developed a battery of questionnaires called **Attitude / Motivation Test Battery (AMTB)**, which is used to investigate variables that influence the learning of a second language, especially motivation. To realize our questionnaire, we have used Gardner's (1985) AMTB questionnaire as a reference. The surveyed population is students of the Technical University of Cotopaxi who are in the fourth semester of the pedagogical career of national and foreign languages.

Dear students:

Using this questionnaire, we wish to analyze the role of motivation in English language learning. The answers are confidential and will be used for statistical and scientific purposes. We remind you that you must answer with absolute sincerity and seriousness. There is no right or a wrong answer; we are interested in your opinion.

1. Personal Data

(The following data are very necessary for this research and will be used for statistical purposes)

I. Please tick the appropriate space

Age:

18-20

21-25

26-30

31-more

Gender: Male ____ Female ____

English Level according with (common European framework of reference for languages (CEFR)

A1

A2

B1

B2

C1

C2

1. Questionnaire

I. Indicate whether you agree or disagree with the following statements. Mark with an X the number that corresponds to your opinion.

5 = Strongly Agree

4= Agree

3=Unsure

2= Disagree

1=Strongly Disagree

ITEMS

1. I like English language
2. I study English because it makes it easier/will make it easier for me to interact with English speakers.
3. I study English because it allows me to better understand and appreciate English literature, cinema, music and art.
4. I like American culture and studying about it
5. Practicing the language will help me to be more participative in foreign cultural group activities.
6. I study English because it will be easier for me to get a good job.
7. I need to study English to get my degree.
8. If I get a job in an international company I will need to understand and interact with foreign customers.
9. English language will make me a knowledgeable person
10. English language will help me to get the respect I need from the people around me.
11. I really like going to my English class because my teacher is very good at teaching his or her subject.
12. I pay close attention to try to understand all the English I see and hear.
13. I keep up with my English classes by working on them every day.
14. I really put a lot of effort into learning English.
15. My English teacher has a dynamic and interesting teaching style.
16. In class I like to speak English for as long as possible.

17. I enjoy reading books, listening to podcasts, listening to music, watching series and movies in English.
18. I have the ability to learn English
19. I study English because I enjoy learning a second language and bringing it into my daily life.
20. The more I get to know English people, the more I am interested in learning English.
21. I don't like learning English
22. Learning English is a difficult task
23. I don't feel capable of speaking a second language.
24. I don't see the point in learning English
25. It is difficult for me to work with people with different values and customs.
26. I am embarrassed to speak English in public
27. I am afraid of failing to speak in English.
28. I feel that my English is very poor and incomprehensible.
29. I get very nervous when I speak English.
30. I am afraid that people will laugh at my pronunciation.